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ABSTRACT

This study collected data pertinent to instructional effectiveness at the secondary educational level with the population of students enrolled under the Pennsylvania Higher Education Equal Opportunity Act (ACT 101) which provides financial assistance to post secondary institutions serving academically disadvantaged students through tutoring and counseling support. The study surveyed 609 rural and urban ACT 101 students from 11 state institutions of higher education, one community college and four private colleges and 181 high school teachers whom students had identified as having a major positive influence on them. Some highlights of the survey's findings on students included the following: (1) typical students were 18 to 19 years old, 50 percent female, and white; (2) most students came from small families with few parents employed in professional fields and no college graduate family members; (3) most students participated in sports and rated employment and marriage as top goals. Highlights of findings from the teacher survey included the following: most valued personal concern, caring, well-managed classrooms, positive attitudes, and fair evaluation; and (2) most were over 36 years old, white, and had completed undergraduate and graduate degrees. Included are copies of each survey, a list of participating schools and counties, 20 tables, and a 3 item bibliography. (JB)

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TEACHING EFFECTIVENESS:

Perspectives of Pennsylvania First Year University ACT 101 Students and Their High School Teachers

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for

The Pennsylvania Academy for the Profession of Teaching

June 1991

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PREFACE

We appreciate very much the support provided by the Pennsylvania Academy for the Teaching Profession. Without such support, projects such as the one described in this report would be very difficult to complete. We also appreciate the cooperation of the ACT 101 directors, the students, and the high school teachers who agreed to participate in this study.

We hope that as a result of this report, further study into the effectiveness of ACT 101 programs with at-risk students will occur. We also hope that public schools and universities will begin to do more to prepare their faculties for working with this kind of student.

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PERSPECTIVES OF PENNSYLVANIA FIRST YEAR UNIVERSITY ACT 101 STUDENTS AND THEIR HIGH SCHOOL TEACHERS

I. OVERVIEW

The ACT 101 programs in Pennsylvania are mandated under the Pennsylvania Higher Education Equal Opportunity Act (ACT 101) which was initiated in 1971. This act provides financial assistance to post secondary institutions who serve academically disadvantaged students. ACT 101 programs include tutoring and counseling support to provide students with the skills needed to succeed in a post secondary environment.

Traditionally, ACT 101 students are those who have various skill deficiencies upon entering two or four year institutions of higher education. These students usually have combined SAT scores of 600 or lower, rank in the lower 4/5 of their high school graduating classes and come from families with income less than $15,000. A recent study of ACT 101 students in four year institutions (Martin Higgins and Maree Glanville, "The Impact of ACT 101 Programs in Pennsylvania," 1983) indicated that in their survey sample 53 percent of the students were black, and the ratio of men to women was approximately 41 percent to 59 percent. The vast majority of students were 19 years old, approximately half were not working for wages, and well over 90 percent received financial aid and were from Pennsylvania. All of the students had predicted college qpa's of less than 2.0.

Studies of ACT 101 students' performance in college and their level of satisfaction with the ACT 101 programs themselves have

been conducted (Higgins and Glanville, 1983) but studies which focus on instructional practices which these students have experienced prior to entering ACT 101 programs have not been done. This lack of data comprises an area of important information for ACT 101 directors and their staffs as they attempt to work with this student population in an effort to increase their rate of success in post secondary education. Few high schools have any data of this sort either to offer insight into how effectively the high schools are tailoring their instruction to meet the needs of this population.

In 1990-91, as a result of a grant funded by the Pennsylvania Academy for the Profession of Teaching, a study was undertaken at Clarion University to collect data pertinent to instructional effectiveness at the secondary level with an ACT 101 population. The sample consisted of ACT 101 students enrolled in eleven Pennsylvania State System of Higher Education institutions as well as one community college and four private colleges.

Survey Population

Although the original study was to focus on rural students in ACT 101 programs, at the request of the Pennsylvania Academy for the Profession of Teaching, the study sample was broadened to include both rural and urban students. All fourteen SSHE institutions were invited to become a part of the study, since each one has an ACT 101 program; 11 actually participated. In addition, four Pennsylvania private colleges and one community college were

a part of the survey population (for a list of participating institutions, see Appendix A).

This report provides a summary of the data collected from 609 students in these programs as well as from the 181 high school teachers out of the 425 whom students identified as having had a major positive influence on them and who provided encouragement for the students to attend a post secondary institution. Within the study population, 310 different high schools were represented in 43 different counties, 21 of these qualifying as rural (see Appendix B for schools and counties represented). The latter identification was based on the location of high schools in counties defined as not urban influenced and where the presence of small cities or towns (over 10,000 population) is infrequent. Population density also is calculated to be less than 75 residents per square mile (Kerry L. Moyer, Pennsylvania's Rural Counties and the State System of Higher Education: A Review of Demographics, December 1988).

Survey Design

The design for this study was suggested by a similar one done with gifted students (Milton E. Ploghoft and Gary Moden, "Teaching Excellence: Perspectives of First Year University Scholars and Their High School Teachers," Ohio University, 1989). However, the ACT 101 study provides a more in-depth survey of students and teachers in terms of their views of instruction, and involved more institutions and high schools. More importantly, of course, the surveys differed in population characteristics.

Two surveys were used, one for students currently enrolled in ACT 101 programs (see Appendix C), the other for the teachers whom they identified as having been influential during their high school years (see Appendix D). Responses for both surveys were machine scored where possible but a number of questions called for individualized response and were tabulated manually.

Directors of ACT 101 programs agreed to distribute and collect the student surveys. Teacher surveys were mailed directly to that population by the project directors.

Organization of this Report

The report provides separate sections devoted to a discussion of data generated by the student survey and by the teacher survey. Included in the report, where appropriate, is a comparison of student and teacher responses. The report concludes with a general discussion of the findings.

SUMMARY OF FINDINGS

ACT 101 Students

1. The typical ACT 101 student will be between the ages of 18 and 19 and will be enrolled in an ACT 101 program within one year after high school graduation.

2. Over 50 percent of the ACT 101 population is female and white.

3. Very few rural students appear to be enrolled in ACT 101 programs.

4. Over 60 percent of the students report high school qpa's between 2-2.98; thirty-one percent report qpa's between 3.0-4.0.

5. Less than 25 percent of the students' parents are employed in professional fields.

6. The typical ACT 101 student comes from a small family unit; only 17 percent indicate between 3-5 older siblings and only 23 percent report having 2-4 younger siblings.

7. Over 50 percent of the families have had no previous college graduates.

8. The most frequent extracurricular activity for ACT 101 students in high school is sports; it is also the area in which they receive the most awards.

9. Math is the least liked subject among Act 101 students; no subject was identified by more than 25 percent of the population as most liked.

10. No academic field appears to be the dominant choice of ACT 101 students; the most popular choice, business, was selected by less than 25 percent of the students.

11. The two top career goals of ACT 101 students are to get a job and get married.

12. Lecture and class discussion are the two most frequently used teaching techniques with high school ACT 101 students.

13. ACT 101 students rarely encountered computers as part of their high school instruction.

14. ACT 101 students view high school teachers as being very knowledgeable about what they teach but not always successful in making helpful connections between the material being presented and the real world.

15. Among ACT 101 students, high school teachers were viewed as being friendly on a regular basis and as usually treating students with respect.

16. High school teachers usually had high standards and expectations but were not as consistent in recognizing individual differences in ways of learning.

17. High school teachers regularly assigned homework but were not as consistent in returning work promptly.

18. ACT 101 students felt their high school teachers usually evaluated student work fairly but oral feedback was used more frequently than written feedback.

19. Students perceived that their high school teachers rarely showed any interest in students' out-of-class activities.

20. High school teachers of ACT 101 students rarely communicated with their parents about students' progress.

21. High school teachers usually were patient and helpful with students who did not understand material and were willing to work with students outside of class but only occasionally did teachers help ACT 101 students with improving their study skills.

22. Teachers who showed personal concern for ACT 101 students but also had high expectations and standards had the most positive influence on the students' perceptions of what they could accomplish.

23. Students' perceptions of why their selected teachers were effective match very well the perceptions of those teachers as to why they believe they are effective.

<u>High School Teachers of ACT 101 Students</u>

1. Teachers believe personal concern and caring are the most important elements in working successfully with at-risk students.

2. Teachers of at-risk students typically are over 36 years of age, will have an advanced degree, will have at least 15 years of teaching experience in his or her current teaching position and twenty or more cumulative years of teaching.

3. Over 75 percent of the identified teachers had completed both undergraduate and graduate degrees in Pennsylvania.

4. Teachers were predominantly white with a relatively even distribution of males and females although males were more frequently represented in rural districts.

5. No subject area dominated in the selection of teachers although 27 percent taught English.

6. Over 90 percent of the teachers taught at grade 10 or above.

7. Teachers strongly encourage class discussion, use lecture, group work, and drill frequently but only occasionally use the computer in teaching.

8. Teachers believe they run well managed classrooms and are especially good at communicating subject knowledge.

9. Teachers believe they have very positive attitudes toward at-risk students and great enthusiasm for teaching and working with young people.

10. Teachers believe they are consistently fair in evaluating student work and performance.

11. Teachers are not entirely confident that they recognize individual differences in students' ways of learning and make appropriate adjustments in their teaching style.

12. Teachers indicate they are patient with students in class but a little less so outside the classroom although they have a strong interest in their students' futures.

13. Teachers indicate that they do not communicate with parents as consistently as they could.

14. Teachers believe that mutual respect between teachers and students is one of the principal keys to success with at-risk students.

15. The most common extracurricular school activity among the teachers is coaching, followed by advising the school newspaper or yearbook.

16. Few of the teachers have been recognized in any way for outstanding teaching or received student recognition through yearbook dedications or other awards.

17. Between 40-50 percent of the teachers belonged to Pennsylvania State Education Association but participation in other professional organizations was limited.

II. THE STUDENTS

The students who participated in this survey (609) came from ACT 101 programs which ranged from a student population of 7 to a high of 91. Although initially the intent was to focus on rural students, the survey results quickly made evident that rural students appear to form a very small proportion of the ACT 101 student population at Pennsylvania universities and colleges; in this survey, only 3 percent of the students could be identified as coming from high schools in rural counties of Pennsylvania.

Student Demographics

Age and Gender. Students responding to the survey were enrolled in their first year of higher education; seventy percent were between the ages of 18 and 19; 23 percent were 17 years of age. The remaining students were clustered in their early twenties although students enrolled in the community college ACT 101 program tended to be older (one individual recorded an age of 52). Fifty-seven percent of the survey population was female, 43 percent male. The majority of students (76 percent) had graduated from high school in 1990; 17 percent in 1989; two students reported earning the GED.

Academic Profile. Although students were asked to provide their SAT or ACT scores, the majority of them could not, or chose not to do so; as a result, no data can be reported on this academic indicator. Students were, however, able to report on their high

school qpa's, with the majority (64 percent) indicating a qpa ranging between 2 to 2.98; 31 percent reported qpa's between 3.0 and 4.0. Most students were unaware of their class ranking and therefore no data can be reported on this indicator.

Racial/Ethnic Composition. When asked to indicate their ethnicity, the majority of students (52 percent) indicated "White, not of Hispanic origin" closely followed by 42% indicating "Black, not of Hispanic origin." For a full picture of the responses, see Table 1 below.

Table 1

Indication of Racial/Ethnic Composition

Category	No. of Responses
American Indian or Alaskan Native	2
Asian or Pacific Islander	22
Black, not of Hispanic Origin	228
Hispanic	12
White	282
Other	2

Family Background. Students were asked to provide occupational information for their parents and also to provide information about siblings and about previous college graduates in their families. As might be expected, not all students wished to provide this information but a general picture can be drawn about some aspects of family background.

In identifying the occupations of their parents, students were asked to indicate separately the occupation of mother and father. Because the list of occupations differed considerably, general categories were devised to provide similar groupings for both parents. Thirty-four percent of the mothers were classified as having semi-professional occupations, those which might be assumed to require a high school diploma and some vocational-technical training beyond. Twenty-three percent of the mothers were found to be in professional occupations, those which might be expected to require a high school diploma and two to four years of college. Eighteen percent were classified as laborers, being in occupations which could be handled with a high school education or less, and 18 percent were unemployed at the time of the survey.

The occupations of fathers revealed that 32 percent were laborers, 24 percent were professionals, and 17 percent were employed in semi-professional occupations. Seven percent were unemployed at the time of the survey and 5 percent were self-employed. One interesting note was that 6 percent of the fathers and 2 percent of the mothers were listed as deceased. It should be remembered that one of the qualifications for ACT 101 students is that they come from families with combined incomes of less than $15,000. A comparison of the occupational profiles for mothers and fathers is provided in Table 2.

Table 2

Comparison of Parents' Occupations

Occupation	Mothers N=502	Fathers N=433
Professional	23%	24%
Semi-professional	34%	17%
Laborers	18%	32%
Self-employed	1%	5%
Unemployed	18%	7%
Note: Deceased	2%	6%

Students also provided information about the size of their immediate families. For example, 39 percent of those students responding (N=484) indicated they had no older brothers or sisters, while 26 percent indicated they had one, 16 percent indicated two, and 17 percent indicated between three to seven older brothers and sisters. In terms of younger siblings, 43 percent (N=488) indicated no younger brothers or sisters, 33 percent reported one younger sibling and 23 percent reported having between 2 to 4 younger brothers or sisters.

When students were asked to report how many members of their immediate families had graduated from college, 51 percent reported no graduates, 20 percent reported one graduate, 7 percent reported two graduates, while 4 percent reported three or more; note, in three instances, students reported 6 college graduates in their immediate families.

High School Activities and Subject Preference

Students in the survey population indicated that they were active in extracurricular activities in their schools. Although students often reported more than one extracurricular activity in their responses, a general picture emerges which shows that the most frequent activity was sports (48 percent); other activities, clearly less popular but still showing some support, were social clubs (18 percent), music (12 percent) and academic clubs (10 percent). Only 7 percent indicated involvement in student government, 3 percent reported volunteer work in the community, and 2 percent reported involvement with school newspapers or yearbooks.

Students also were asked to report on the awards that they had received in high school. Leading the awards list were those in sports (46 percent) followed by academic awards (35 percent), music (5 percent), art (2 percent), and popularity (2 percent).

When students were asked to provide an assessment of their most liked and disliked subjects in the high school curriculum, no subject emerged a clear cut winner in the favorite category but there was a clear loser in the least liked grouping. Math was considered the least liked by 44 percent. The top five choices are shown in Table 3.

Table 3

Comparison of Most Liked and Least Liked Subjects

Most Liked N=579	%	Least Liked N=559	%
Mathematics	24	Mathematics	44
English	22	English	18
History	13	Science	13
Science	7	History	11
Accounting	3	Accounting	0

Career/Goal Setting

Because all of the participants were in their first year of college, they were asked to identify the major they had selected at this point in their academic careers. A number of different majors were mentioned but the top two fields were business (21 percent) and education (17 percent). For some (12 percent), the decision had not yet been made. Other fields in which students indicated interest were communications (6 percent), criminology (4 percent), science (4 percent) engineering (3 percent) and art (3 percent).

Students were asked to look ahead and identify the goals they had set for themselves upon graduation from college. They were invited to list as many as they liked. The top five goals were as follows: (1) find a job, 48 percent; (2) get married, 17 percent; (3) have children, 13 percent); (4) go to graduate school, 12 percent; (5) travel, 3 percent.

III. STUDENT ASSESSMENT OF INSTRUCTION AT THE HIGH SCHOOL LEVEL

At the heart of the survey of the ACT 101 student population were thirty-six items which offered positive statements about a variety of instructional practices and concerns. These statements were grouped into five categories: Teaching Styles, Teaching Knowledge, Teacher Attitude, Teacher Evaluation, and Interests and Concerns Related to Students. Although not all of the statements might be viewed as mutually exclusive, the statements from each category appeared at random throughout the survey and are grouped here to provide insight into students' assessment of the five areas, all of which were identified through field testing with actual ACT 101 students (consult Pt. II in the student survey, Appendix C for the format and statements used).

Students responded to the thirty-six statements by using one of five possible choices:(A) all of the time; (B) frequently; (C) occasionally; (D) rarely; (E) never. The frequency of response was calculated and means established for each of the 36 items.

Teaching Style

Student responses to the statements in this category provide a picture of how they viewed their high school teachers' instructional practices. Students were asked to respond to a variety of approaches including group work, recitation, and lecture. In general, student perceptions suggest that high school

teachers seem to lecture frequently but also provide numerous opportunities for group work and class discussion. Teachers stressed reading in the students' classes on a fairly frequent basis; drill practice, however, seems not to be used as often. Not viewed as a regular teaching tool or practice was the computer; it was rated as being used only occasionally. Overall, students indicated that teachers used a variety of teaching approaches fairly frequently.

This category also included items addressing key elements of classroom management and discipline. In terms of the ability of their teachers to use management skills, students indicated that their teachers usually had clearly organized lessons, started and ended classes with fairly good consistency, did not have large amounts of wasted class time, and generally maintained good discipline in their classes.

The statements in this category and the means for each appear on the next page in Table 4. The lead for each statement in each of the categories is the same: "My high school teachers...."

Table 4

Student Assessment of Teaching Style
N=598

Statement	Mean
lectured	2.59
let us work in groups	2.95
encouraged class discussion about the material being learned	2.34
used drill practice	3.27
had us use computers as part of our classroom learning	3.47
started and ended classes promptly	2.28
stressed reading in my classes	2.45
had clearly organized lessons	2.24
had good discipline in classes	2.38
did not waste time in class	2.49
used a variety of teaching approaches	2.45

Teaching Knowledge

In the category of Teaching Knowledge, students were asked to assess to what extent their teachers exhibited behaviors suggesting concern for communicating knowledge of their subject to students. Students gave teachers a high rating for knowledge of what they were teaching, and for their general language use and vocabulary when talking with students. Teachers appeared to be slightly less successful in making clear presentations and in making helpful connections for students between the material being studied and the

real world. The statements in this category and the mean for each appear in Table 5 below. Each statement had the same lead "My high school teachers..."

Table 5

Student Assessment of Teacher Knowledge
N=609

Statement	Mean
were clear in their presentations	2.35
used a vocabulary I could understand	1.92
knew their subjects	1.69
made helpful connections for me between the material being learned and the real world	2.53
used appropriate language	1.71

Teacher Attitude

Seven of the 36 statements addressed students' perceptions of their teachers' attitudes toward students, and toward learning. Students felt strongly that their teachers were friendly and that usually they treated students with respect. Teachers were viewed as frequently being enthusiastic about what they taught and students also believed that teachers frequently had high standards and expectations for student performance. Teacher attitudes suggested that writing was important to learning. Also as part of the learning process, teachers frequently encouraged students to volunteer answers and information in class. Somewhat less often,

students perceived that their teachers recognized individual differences in the ways student learn. Statements for this category and their means appear below in Table 6.

Table 6

Student Perception of Teacher Attitudes
N=609

Statement	Mean
were enthusiastic about what they taught	2.38
treated all students with respect	2.35
had high standards and expectations	2.02
believed writing was important for learning	2.23
were friendly	1.91
encouraged me to volunteer answers and information in class	2.10
recognized individual differences in ways of learning	2.46

Teacher Evaluation

Students assessed their teachers on how they handled student work, ranging from assignments to methods of evaluation. There was almost universal agreement that high school teachers assigned homework on a regular basis, and generally evaluated student work fairly. Students were a little less positive about the frequency with which their teachers provided helpful reviews of material and how frequently they provided oral feedback about student work. Teachers were seen as providing information to students frequently

about how they were doing in their work, but students received written feedback less frequently than oral on their work. Some students also questioned the promptness with which work was returned. Statements for this category and their means appear below in Table 7.

Table 7

Student Assessment of Teacher Evaluation Practices
N=609

Statement	Mean
assigned homework	1.54
returned work promptly	2.64
let me know regularly how I was doing in I was doing in my work	2.41
regularly provided helpful review of material	2.23
provided me with helpful written feedback on my work	2.48
provided me with helpful oral feedback on my work	2.36
evaluated my work fairly	2.03

Interests and Concerns

The category of interests and concerns related to how teachers responded to students on a personal basis and to what extent they made the effort to work with and come to know students as individuals. Teachers were seen as frequently being willing to work with students outside of class on material they did not understand.

Students also saw their teachers as frequently being patient and understanding with them when they did not understand the material. Somewhat less frequently, teachers showed concern for students' futures, and even less frequently an interest in students' out-of-class activities. Attention to helping students develop good study skills was done somewhat frequently. Contact with parents about students' progress was done rarely. Statements for this category and their means appear in Table 8 below.

Table 8

Student Assessment of Teacher Concern for Students
N=609

Statement	Mean
were patient and helpful when I did not understand material	2.14
were willing to work with me outside of class on material I did not understand	2.09
showed concern for my future	2.27
showed an interest in my -out-of-class activities	2.87
talked with my parents about my progress	3.43
helped me improve my study skills	2.93

General Effectiveness of Teachers

The ACT 101 students, when asked to offer an explanation of what makes a high school teacher effective, cited most often the personal concern that teachers might show for students, followed

closely by teachers' instructional styles; these choices were followed by a desire for an inspiring teacher and one who had high expectations. The characteristics of effectiveness and the frequency with which they were identified appear below in Table 9.

Table 9

Characteristics of Effective Teachers

Characteristic	Frequency
Personal concern for students	28%
Teaching style	26%
Challenging and high expectations	19%
Inspiring	15%
Knowledgeable	7%
Involved in extracurricular events	4%

Teacher Influence

Students also described why they felt the teacher they identified as effective had so much influence on them. More than half of the students believed their teachers had a positive influence because they showed a personal concern for the student; this was reflected in the teacher's willingness to help and a clear expression of interest in the student's welfare; somewhat less frequently, students cited teachers' abilities to motivate, to be interesting and exciting in the classroom; and for some, the positive impact came from the teacher's ability to make connections between the classroom and real life applications; and, finally, some students felt humor was an important component in a teacher's

influence. The characteristics and their frequency of mention are shown in Table 10 below.

Table 10

Characteristics of Teachers' Positive Influence

Characteristic	Frequency
Showing concern & being caring, helpful	53%
Motivating, inspiring, exciting	38%
Making connections to real life	7%
Using humor effectively	3

IV. THE TEACHERS

Four hundred twenty-five teachers were invited to participate in the study. A return rate of 42 percent yielded 181 high school teachers from 167 different high schools in Pennsylvania. These teachers were identified by the ACT 101 students in the study who were asked to think of teachers they had in high school who contributed most to their success as students and perhaps motivated them to go on to college. Although the original purpose of the study was to examine rural ACT 101 students and their high school teachers, the study was broadened to encompass both rural and urban high schools and teachers. In the study sample, only 13 percent of the teachers came from schools in rural counties.

Teacher Demographics

Age and Gender. Over 50 percent of the teachers responding to the survey were between the ages of 36-46 and another 25-30 percent were between the ages of 47-57; no marked difference appeared in the ages of rural vs urban teachers although a slightly higher number of rural teachers (30 percent to 25 percent) were in the 47-57 age bracket. Males dominated the survey results in both rural and urban settings but the difference between the number of male and female teachers was more pronounced in the rural sample (60/40) than in the urban one (52/48).

Academic Preparation. A large number of the teachers held master's degrees (60 percent rural; 66 percent urban) but only the urban teaching force included people with doctorates--three percent of the urban sample. As might be expected, the master's degrees were in a variety of fields but predominantly in education, with 43 percent of the rural teachers and 53 percent of the urban teachers holding a master's in education. Among those teachers who held only a bachelor's degree, slightly more rural teachers were at this level than the urban teachers (39/31 percent).

The teachers had attended a wide variety of institutions for their undergraduate training, but 78 percent of them had attended institutions in Pennsylvania. For their graduate training, 77 percent had obtained their advanced degrees in Pennsylvania as well. The undergraduate and graduate majors of the teachers revealed a wide variety of fields; the top five undergraduate and graduate majors for rural and urban teachers, and representing

approximately 60 percent of the teachers, are shown below in Tables 11 and 12.

Table 11

Undergraduate Majors of Rural and Urban Teachers

Undergraduate	Rural	Urban	Total Number
English	12	38	50
Math	2	22	24
Science	4	12	16
Social Studies	2	10	12
Foreign Languages	1	10	11

Table 12

Graduate Majors of Rural and Urban Teachers

Graduate	Rural	Urban	Total Number
Education	3	29	32
English	7	24	31
Guidance/Counselling	2	11	13
History	2	8	10
Reading	0	5	5

The majority of teachers had fifteen or more years of experience in their current teaching positions, with 17 percent having taught 23 or more years whether they were in a rural or urban situation. In terms of their total years of teaching experience, the majority had twenty or more years with 5 percent of the population reporting over 32 years of experience. Fewer than 3 percent of the teachers claimed less than five years of total teaching experience.

Racial/Ethnic Composition. Teachers in the study sample were predominantly white, with slightly more Blacks, not of Hispanic

origin, appearing in the urban sample. The racial/ethnic composition is shown in Table 13 below. Note that only 75 of the 181 respondents provided this information.

Table 13

Racial/Ethnic Composition
of Rural and Urban Teachers
N=75

Category	Rural	Urban
American Indian or Alaskan Native	1	0
Asian or Pacific Islander	0	1
Black, not of Hispanic origin	1	9
Hispanic	0	0
White	21	42

Teaching Assignments. All of the teachers taught at the junior or senior high school levels, with 92 percent of them teaching at grade 10 or above. A number of teachers reported mixed teaching levels, with some of their assignments being at grade 10 and grade 11 or 12. One difference should be noted between the assignments of rural and urban teachers; in the rural sample, 17 percent of the teachers taught one or more of grades 7-9 while only 7 percent of the urban teachers did.

The subjects taught by these teachers varied greatly, but English was by far the most likely assignment, whether in a rural or an urban setting; in fact, 65% of the rural teachers reported their teaching assignment as English or a combination of English

and some other subject; urban teachers found themselves in this teaching field 40 percent of the time. With considerable less frequency, (12 percent), teachers would be found in social studies or math, followed even less often by business education (7 percent).

Extracurricular Activities. When it came to involvement in extracurricular activities, a similar variety of assignment appeared. In both rural and urban schools, however, the most common extracurricular activity was coaching, followed by advisor of the yearbook or student newspaper; a third most common activity was class advising, followed closely by directing school plays or assisting with musical productions. The preponderance of these assignments undoubtedly corresponds to some degree with the large percentage of teachers in the sample who taught English. Teachers also might be involved in advising the National Honor Society or assisting with student government.

Professional Activity. To gain a picture of how the teachers were regarded by others and also to determine if the teachers were active professionally in organizations related to their field, teachers were asked to identify honors they had received and memberships they held in professional organizations. Only 23 percent of the teachers reported having been recognized in some way for their outstanding teaching; few had received special fellowships or scholarships and only 3 percent had received student recognition through a yearbook dedication or similar honor. No differences existed between rural and urban teachers in terms of the recognition pattern.

Memberships in professional organizations appeared more likely among urban teachers; however, only three organizations appeared to attract both rural and urban teachers. Over 50 percent of the rural teachers and 41 percent of the urban teachers belonged to the Pennsylvania State Education Association (PSEA); 25 percent of the urban teachers also belonged to the National Education Association; 9 percent of the rural teachers held NEA memberships. The third most frequently held membership was in the National Council of Teachers of English, with 26 percent of the rural teachers and 25 percent of the urban teachers claiming membership. The appearance of this membership may be related again to the fact that English teachers formed a large amount of the sample. Other organizations such as the Association for Supervision and Curriculum Development (ASCD) appeared occasionally.

V. TEACHER ASSESSMENT OF INSTRUCTION AT THE HIGH SCHOOL LEVEL

A major part of the survey responded to by the 181 teachers focused upon their instruction and methods of working with high school students who comprised the ACT 101 population. Thirty-six items offered positive statements about teaching and were grouped into five categories: Teaching Styles, Teaching Knowledge, Teacher Attitude, Teacher Evaluation, and Interests and Concerns Related to Students. The statements, which are not necessarily mutually exclusive, appear randomly throughout the survey and are grouped here only to provide insight into teachers' assessment of their

work in these five areas. The questions and areas parallel those used in the survey with the ACT 101 survey population (consult Part II of the teacher survey, Appendix D for the format and statements used).

Teachers responded to the thirty-six statements by using one of five possible choices: (A) all of the time; (B) frequently; (C) occasionally; (D) rarely; (E) never. The lead for each statement was identical: "I...." Not all items were answered by all teachers; therefore numbers and percentages do not always correspond to the total number of survey participants.

Teaching Style

The 11 items in the teaching style category offer a picture of how teachers perceive their instructional practices. Teachers, for example, indicated that they encouraged class discussion all the time about the material being presented. Lecture and group work are used frequently by the teachers with drill practice also occurring frequently in the classroom. Teachers report always stressing reading as an important aspect of learning in their classes. Only occasionally, however, do teachers use computers as a part of classroom learning. Overall, teachers felt that they always presented clearly organized lessons and used a variety of instructional approaches.

The majority of teachers gave themselves high marks as well for aspects of classroom management such as maintaining effective discipline, starting and ending classes promptly and not wasting

time in classes. Teachers reported they did these things all of the time.

The statements in this category and the means for each appear on the next page in Table 14. The lead for each statement was identical: "I..."

Table 14

Teacher Assessment of Teaching Style
N=172

Statement	Mean
lecture in my classes	2.63
use group work	2.60
encourage class discussion about the material being learned	1.38
use drill practice	2.77
use computers as a part of classroom learning	3.69
start and end classes promptly	1.35
stress reading in my classes	1.61
have clearly organized lessons	1.33
maintain effective discipline	1.21
do not waste time in classes	1.55
use a variety of teaching approaches	1.55

Teaching Knowledge

Six items form the basis for a view of how teachers' perceive their knowledge of what they are teaching and their ability to

communicate it effectively to students. Teachers report that they consistently are always clear in their classroom presentations, consistently use vocabulary easily understood by students and are always aware of the language they use when talking with students in and out of class. Teachers believe they are quite consistent in making helpful connections between the material students are learning and their world. Overall, teachers believe they always know the subject matter they are required to present to students. The statements in this category and the mean for each appear below in Table 15.

Table 15

Teacher Assessment of Subject Knowledge
N=172

Statement	Mean
am clear in my class presentations	1.44
use a vocabulary easily understood	1.55
know the subject matter I present	1.05
make helpful connections between the material students are learning and their world	1.51
am aware of the language I use when talking with students	1.09

Teacher Attitude

From students' perspective at least, one of the key ingredients in working successfully with ACT 101 students is the attitude which the teacher projects toward them. Seven items in the survey assess how teachers see this important element of their

interaction with students. Overall, the teachers gave themselves extremely high ratings in this category. They believe that they are consistently enthusiastic about their teaching, that they take care to always treat students with respect and project a friendly attitude. They always encourage students to volunteer answers and information in class as a part of the learning process. They also consistently indicate that writing is important to learning. Throughout all of this, they have high standards and expectations for their students. Only in the area of recognizing individual differences in students' ways of learning and making appropriate adjustments in their teaching for such differences do the teachers show slightly less confidence. Statements for this category and their means appear below in Table 16.

Table 16

Teacher Perceptions of Attitude
N=172

Statement	Mean
am enthusiastic about what I teach	1.27
treat all students with respect	1.11
have high standards and expectations for students	1.16
believe writing is important to learning	1.35
am friendly toward my students	1.20
encourage students to volunteer answers and information in class	1.13
recognize individual differences in students' ways of learning and make appropriate adjustments in my teaching	1.61

Teacher Evaluation

Students always express concern about how they and their work will be evaluated. Seven items in the survey provided an opportunity for teachers to indicate their perceptions of how they used evaluation with ACT 101 students. Teachers indicated that they usually assigned homework, and work done by students was always returned promptly. Teachers also reported that they consistently let students know how they are doing in their classes; in doing this, they are slightly more likely to rely upon oral feedback than written. To encourage student progress, these teachers regularly review material being covered. Overall, the teachers believed they evaluated student work fairly all of the time. See Table 17.

Table 17

Teacher Assessment of Evaluation Practices
N=172

Statement	Mean
assign homework	1.87
return work promptly	1.51
let students know regularly how they are doing in their work	1.23
regularly provide helpful review of material	1.44
provide helpful written feedback on students' work	1.73
provide oral feedback on students' work	1.50
evaluate student work fairly	1.09

Interests and Concerns

How often do teachers attempt to respond to students on a personal basis and make the effort to work with and come to know students as individuals? Six items formed the basis for this category. Teachers consistently viewed themselves as being patient and helpful with those students who did not understand classroom presentations, assisting them usually with improving their study skills. However, teachers admitted that they might not assist their students outside of class quite as regularly on material they did not understand.

Teachers also indicated that they regularly show a concern for their students' futures and take an interest in their out-of-class activities. However, they did not always talk with students' parents about their children's progress. Statements for this category and their means appear below in Table 18.

Table 18

Teacher Perception of Concern for Students
N=172

Statement	Mean
am patient and helpful with students	1.35
am willing to work with students outside class	2.05
show concern for my students' future	1.15
show an interest in students' other activities	1.60
talk with students' parents about progress	2.35
work to help students improve study skills	1.77

Teacher Effectiveness

The teachers responding to this survey had been identified by ACT 101 students as being effective and having a positive influence on them. To gain some insight into how these teachers viewed working with at-risk or marginal students, the teachers were asked to describe their approaches to teaching this population. Foremost in many teachers' minds was the personal touch, the indication of caring and of providing help. A number of teachers indicated that they make a point of inviting students into their homes, having parties for them, and paying extra attention to their activities and well being. One teacher summarized what appeared to be many teachers' belief: "I live by this philosophy in my classroom. 'It takes a courageous person to look beyond a child's negative behavior, refuse to reject him as a person and make friends with him first.'"

Closely related to the personal touch, and undoubtedly a part of it, was the effort to increase self-esteem. Many of these teachers believe that these students need large amounts of praise and reinforcement and a sincere interest in their achievement. Teachers suggest that celebrating student achievement by communicating student achievement to parents and administrators is highly desirable. The question of labels is one which some teachers raised in relationship to self-esteem. As one teacher said, "To be frank, I am offended by labels. Tell the person that's what he/she is and that will be your end product--a self-fulfilling prophecy. I expect all my students can succeed.... All

of my students have something to contribute to the class and my personal life as a feeling, thinking person." Or as another teacher suggested, "I try to treat all students the same. I don't like to know too much about the student when he comes into my class--I think they are all A's until they prove different."

Although teachers felt strongly that personal caring and the building of self-esteem were essential elements in working with these students, a good number also expressed their belief in the maintenance of high standards and expectations. The tone of their comments might be characterized as "friendly but firm." One teacher suggests, "set high expectations but use a teacher/student partnership to establish the goals."

Mentioned less often but still with sufficient frequency to warrant attention was the matter of teaching at an appropriate level. A number of teachers provided commentary on how they worked hard to become familiar with their students' interests and activities so they could capitalize on those in their teaching. Emphasis was placed on finding practical illustrations of the knowledge and skills being taught.

Other elements mentioned as being part of success with potential ACT 101 students included spending extra time with them, treating them like all students, not as a special population, serving as a role model, providing increased attention to study skills, monitoring their progress carefully, using humor, and maintaining enthusiasm.

One of the teacher respondents seemed to summarize the feelings of many teachers in terms of approach. When commenting on how she works with these students when they seem to have problems, she offered the following:

> I try to arrange a meeting with the student at his or her convenience. I try to choose a setting that is as free from threat as possible. I am VERY CAREFUL not to be patronizing. I truly care about each and every one of my students and I want them to know that. We discuss specific class problems. I allow the student to tell me as much as he or she chooses about his or her background and how they see their problems. I <u>listen</u> and I am willing to be flexible on deadlines for work when a crisis exists. Using experiences from my own life and the lives of previous students, I try to explain the importance of education. My age allows me to use humor and 'mothering,' a very good combination for the needy student. All of this is tempered with a sense of discipline and an acceptance of kids as they are in the 1990's.

The anecdotal comments and suggestions from the teachers were grouped and tabulated as indicated in Table 19 on the next page. Percentages are used to provide an indication of the frequency with which certain elements were mentioned.

Table 19

Essentials in Working with At-Risk High School Students

Element	Frequency of Mention
offering personal touch, a sense of caring, being helpful	61%
building self-esteem	49%
teaching at appropriate level and using practical applications	26%
setting and keeping high standards and expectations	25%
spending extra time with students	9%
avoiding treating them differently	8%
serving as a role model	7%
providing help with study skills	5%
monitoring progress closely	5%
using humor	5%

Teacher Success

After teachers had described what they believed to be effective approaches to working with this student population, they were asked to comment on the key elements which they believed had made them successful teachers. At the top of most lists was "mutual respect." Teachers believed strongly that because they saw students as individuals, treated them as people who could make useful contributions, and valued the effort they made, students, in turn, responded well to them and were willing to learn.

Also very important to their success, according to teachers, was their consistency and fairness, coupled with maintaining high

expectations for what their students were capable of accomplishing. The teachers also speak of firmness, of holding to their principles and expecting students to do likewise.

Many teachers mentioned being highly organized, of knowing what they wanted students to accomplish and how that could happen in their classrooms, but all of this is done with an empathy and compassion and an unusual understanding of what their students must deal with on a daily basis. As one teacher suggested, it does not hurt to know something about your students' world. She reports, "I worked one summer in a gift shop. Many of my current and former students worked in the same motel. Communication was very good that year. They felt that I had lived in their world for a while and knew what it was like." Another teacher's comment is representative of many: "I care--I like my students to be good students. I have pride in my teaching ability and I expect good results. And still another said, "I look for positives and advertise their existence; to hell with the negatives. There are enough others that'll worry about that!"

Other elements identified as possible reasons for success among the teachers included enthusiasm for what they teach and for the population they interact with on a daily basis in the classroom. Not typical of many comments but still quite revealing was one teacher's assertion: "I'm dynamic. Even a dull day is charged with my personal energy." Humor, patience and willingness to work long hours also were mentioned frequently.

Teacher comments in this section of the survey were anecdotal in nature; as a result, their comments were grouped into categories and tabulated as indicated in Table 20. Percentages were used to indicate the frequency with which elements were mentioned.

Table 20

Elements of Teaching Success

mutual respect	60%
fairness	38%
high expectations	23%
firmness	21%
organization	19%
empathy	19%
enthusiasm	15%
humor	13%
patience	11%
willingness to work hard	8%

VI. DISCUSSION AND IMPLICATIONS

Much is being said these days about the quality of the American educational system, the quality of teacher preparation, the preparation and abilities of American young people. In many cases, the conversation is negative--teachers are ill-prepared, students are not capable of academically competing on an international basis--the litany of troubles fills the air and close behind come the multitude of solutions.

Although few people would argue that improvements need to be made in the American educational system, the proposals for such improvements seem to focus more on external factors than on internal ones; that is, we are told we must have more tests, we

must have more content, we must have smaller classes, larger classes, different curriculum; in all of this, however, little attention has been given to the kind of people charged with carrying out this agenda, the people who day to day are responsible for seeing that education does go on in the nation's schools. What about them? Who are they? What influence do they really have over young people?

This study does not provide complete answers to such questions, but it does suggest that amidst all of the concern about academic preparation of teachers, we had best not lose sight of another side of teaching, the one which more than any other, at least from students' perspective, is crucial as to whether learning takes place and whether a teacher makes a difference in a student's life.

Foremost on the ACT 101 students' list of attributes for successful teachers, ones who had made a difference in their lives and provided the impetus for the students to pursue further education, were affective characteristics: showing concern and being caring and helpful, motivating, inspiring, etc. Is such a view unique to at-risk students? Apparently not. In a study done by Ploghoft and Moden (1989) which involved one hundred first year students in highly selective "honors" programs at five American universities, students identified teachers who contributed to their success. Among the top two attributes of these teachers, according to the students, were their ability to motivate and challenge, and their interest in the student.

Does this mean that content knowledge is not important? Both ACT 101 and honors students believe knowledgeable teachers are vital to the success of students, but without the other elements present in strong proportions, the content knowledge in and of itself will not make the crucial difference. Do teachers recognize this? In both this study of ACT 101 students and Ploghoft and Moden's study, the teachers tended to agree with the students; both groups of teachers when asked to identify what they believed made them successful as teachers cited affective characteristics first; perhaps the major difference in the two populations, however, was that the ACT 101 students' teachers focused almost exclusively on the affective area as their most significant attributes for working with at-risk students while the teachers of the honors students did place subject matter knowledge somewhat higher on their list of characteristics.

But the common vision of ACT 101 students and honors students does not end there. Both groups of students, for example, selected teachers who were older, most with advanced degrees, and all with extensive teaching experience. Gender also was not a factor in the selection with females and males being rather equally distributed in the selections except among the ACT 101 rural student population where males outnumbered females more noticeably.

Another factor which seemed to be common to both populations was that no academic discipline appeared to hold a disproportionate share of the teachers selected by the students although in both studies, English teachers comprised the largest group; in the ACT

101 study up to 65 percent of the rural teachers were in English while in urban districts, 40 percent were in English; among the teachers of honors students, English comprised 31 percent of the teachers selected.

One might conjecture that some of this emphasis on English could be because most students take four years of English and thus are likely to have more exposure to English teachers than to some who might teach in the sciences or other fields less frequently found across all four years. Certainly the teachers in English would have more opportunities to become better acquainted with their students, since many of these teachers are responsible for more than one grade level. Whether or not there is any further correlation between subject field and the qualities identified by students remains unanswered. One particularly puzzling fact is that although students singled out English teachers more frequently than any other field, among the Act 101 students, at least, English was one of the least liked subjects. Extending this anomaly further, few, if any, students indicated they wanted to become English teachers.

Perhaps one of the most interesting aspects of the ACT 101 students' perceptions of all their high school teachers was that the students were, for the most part, quite magnanimous in their assessment. In fact, the students tended to provide a picture of high school instruction which would belie what many of the critics have been charging--that teachers are ill-prepared, cannot manage classrooms and the learning process, and are not really concerned about how their students do.

The fact that students who might be categorized by higher education at least as possible risks gave their high school instructors generally favorable reviews suggest that the students, at least, do not necessarily believe that things are quite as bad as the media might suggest. Where the major difference seemed to emerge between the general assessment of all of their high school teachers and the one or two who seemed to make the difference was, once again, in the affective categories; here the selected teachers clearly had an edge over their colleagues and it showed up most dramatically in the areas related to personal interest in students, caring about their progress, knowing something about their lives and activities, and being willing to take the time to explain and use practical applications of new knowledge. A comparison of means for all teachers in all categories and those for the selected teachers show this marked difference clearly.

Another factor which may characterize the teachers selected by ACT 101 students as being influential is that they appear to be among the "unnoticed" in high school staffs. A very low percentage of the teachers, apparently, have ever received any recognition for their efforts. Only 23 percent of the teachers reported ever having received an award for the quality of their teaching and only 3 percent had ever received a yearbook dedication. Yet the commentary supplied by these teachers about their work with at-risk students suggest that they are deeply committed to their work and that the students are a central part of the reason they keep

teaching. Nowhere among the 181 teachers identified for this study could be detected any symptoms of "teacher burn-out" or negativism.

What appears then, as a common theme in this study and to a somewhat similar degree with the study of honors students is the personal attention and sincere interest shown by the teachers. But the ACT 101 students' perception of the importance of this is considerably stronger than that of the honors students and provides an important piece of information for colleges and universities who decide to admit such students. From this study it appears that the old "sink or swim" theory of higher education if used with this kind of student probably will not keep them in school. Clearly they need a different structure, a different environment, and, to some extent, a different kind of instructional staff from many students if they are to make the transition from high school to higher education.

The elements which characterize most ACT 101 programs appear to be well suited for the population they are designed to serve. The typical ACT 101 program tends to keep its enrollment small, have a high ratio of instructional and support staff to students and provide a nurturing yet challenging environment in which students are encouraged to take risks but to ask for assistance as well. Although no studies have yet been done to determine from ACT 101 students the characteristics they would identify with people who have had a positive influence on them in these programs, one can conjecture that the list of attributes would vary little from those found among the selected high school teachers.

Among most university faculty, the honors students described in the Ploghoft and Moden study (1989) would be welcome in any university class. Faculty would undoubtedly assume that students with such academic achievement already behind them would automatically do well. Academic records would suggest that generally such an assumption is correct, if the only measure is the qpa. But the more intrinsic measure, that of a feeling of connection and support which even honors students suggest they value in their teachers, may be overlooked by many faculty. These same faculty might have greater difficulty working with the ACT 101 student population because they have little basis for knowing what these students need. A strong need for support and personal attention while also providing an academic challenge in a way which remains accessible to these students is quite unfamiliar territory to many higher education faculty.

The vast majority of university faculty have had little or no experience in teaching or dealing on a one-to-one basis with students who comprise the ACT 101 population. For this reason, the presence of ACT 101 programs or similar efforts on university campuses is crucial as universities continue to try to make higher education accessible to a wider range of students than ever before. Existing ACT 101 programs appear to be meeting the needs of the students who enroll in them or who are assigned to them. In their 1983 study, Higgins and Glanville report that graduates of Pennsylvania ACT 101 programs, prior to 1983 at least, seem satisfied with how well the program assisted them.

Whether or not such a program exists on a university campus, however, faculty need to have a clear understanding that students who might qualify as ACT 101 admissions do need the same kind of treatment that all students do, but with an even heavier emphasis upon the affective. Those university faculty who, like their counterparts in the high schools, can maintain the delicate balance between academic challenge and personal support, will find that ACT 101 students can achieve academic success on a par with most other students (see Higgins and Glanville, 1983). Failure to make this connection, though, means that both faculty and student fail and when such a case occurs, it is likely due to a lack of communication on both sides and a case of misperception especially on the faculty's side. As Ralph Waldo Emerson said, "There is no teaching until the student is brought into the same state...in which you are, a transformation takes place, he is you and you are he--this is teaching."

And so what are the implications to be drawn from all of this? First, there's a need to explore how more faculty, both in public schools and at the university level, can become better aware of the role which affective qualities play in assisting students to learn. It may fall to the ACT 101 programs to take the initiative on university campuses through workshops as well as one-to-one contact to assist faculty in understanding how their attitudes and methods affect the learning of ACT 101 students.

At the high school level, a similar effort needs to be carried out; in this case, teachers who have success with at-risk students

should be recognized for their efforts and asked to share their understanding and approaches with fellow teachers. Accomplishments of the at-risk students also need to be showcased and more attention be given to letting them know their efforts are not unnoticed.

Teacher preparation programs also must share the responsibility for making certain that prospective teachers have a clear understanding of this student population. Much emphasis is being placed on content knowledge in teacher education programs, but care must be taken to insure that attention to the affective aspects of teaching also occurs so that a balance between the cognitive and the affective can be struck. Further strengthening this need is the clear message that all students, honors or at-risk, need and value the same kind of affective qualities in their teachers.

We continue to study and to learn more about the intricacies and dynamics of teaching and the more we learn, the more we realize that effective teaching is truly a complex activity, one which perhaps cannot be performed by just anyone. From the perspective of students, at least, teachers who make a difference, are quite special--and they are not yet as plentiful as they need to be.

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APPENDICES

APPENDIX A

PARTICIPATING INSTITUTIONS

Bloomsburg University of PA

Butler County Community College

Cheyney University of PA

Clarion University of PA

Duquesne University

East Stroudsburg University of PA

Edinboro University of PA

Indiana University of PA

Kutztown University of PA

Lock Haven University of PA

Millersville University of PA

Slippery Rock University of PA

University of the Arts - Philadelphia

Villanova University

Widener University

APPENDIX B

TEACHING EFFECTIVENESS
RESPONSES

COUNTIES/SCHOOLS REPRESENTED IN STUDY

RURAL

COUNTY	SCHOOL
CAMERON	St. Marys Area High School
CLARION	Allegheny Clarion Valley High School Clarion Area High School North Clarion High School Redbank Valley High School Union High School
CLEARFIELD	DuBois Area Senior High School Glendale High School Moshannon Valley Christian Academy
CLINTON	Lock Haven High School
HUNTINGDON	Huntingdon Area High School
JEFFERSON	Brookville High School
MERCER	Farrell Area School District Greenville Area School District Grove City Senior High School Lakeview High School Sharon High School
POTTER	Northern Potter High SChool Oswayo Valley Jr.-Sr. High School
WARREN	Sheffield Area Jr.-Sr. High School
WAYNE	Lenape Vocational-Technical School

COUNTIES/SCHOOLS REPRESENTED IN STUDY

URBAN

COUNTY	SCHOOL
ALLEGHENY	Baldwin High School
	Carrick High SChool
	Central Catholic High School
	Deer Lakes Jr.-Sr. High School
	Fox Chapel High School
	Gateway Senior High School
	Gladstone Middle School
	Highlands High School
	McKeesport Area Senior High School
	North Allegheny Intermediate High School
	North Hills High School
	Oliver High School
	Our Lady of the Sacred Heart High School
	Peabody High School
	Penn Hills High School
	Perry Traditional Academy
	Plum Senior High School
	Sto-Rox Senior High School
	Upper St. Clair High School
	West Mifflin Area High School
	Wilkinsburg Jr.-Sr. High School
	Woodland Hills High School
ARMSTRONG	Armstrong East Senior High School
	Leechburg High School
BEAVER	Aliquippa Jr.-Sr. High School
	Ambridge Area High School
	Beaver Falls High School
	Center High School
	New Brighton Area Senior High School
	Rochester Area Jr.-Sr. High School
BERKS	Central Catholic High School
	Holy Name High School
	Muhlenberg Senior High School
	Reading High School
BLAIR	Williamsburg Jr.-Sr. High School
BUCKS	Bensalem High School
BUTLER	Butler Jr.-Sr. High School
	Mars Area High SChool
	Moniteau Jr.-Sr. High School
	Seneca Valley Senior High School

CAMBRIA	Blacklick Valley High School
	Cambria Heights High School
	Greater Johnstown High School
	Richland Middle School
CARBON	Jim Thorpe High School
CENTRE	Bellefonte Area Senior High School
	Bishop Shanohan High School
	Coatesville Area High School
	Owen J. Roberts High School
COLUMBIA	Benton Area High School
	Berwick Area High School
	Central Columbia High School
CRAWFORD	Maplewood High School
CUMBERLAND	Red Land High School
DAUPHIN	Bishop McDevitt High School
	John Harris Campus
	Milton Hershey School
DELAWARE	Archbishop Carroll High School
	Cardinal O'Hara High School
	Chichester High School
	Haverford Senior High School
	Radnor High School
	Upper Darby High School
ERIE	Fairview High School
	McDowell High School
	North East High School
INDIANA	Homer Center High School
	Indiana Senior High School
	Marion Center Area High School
	United High School
LACKAWANA	Abington Heights - North Campus
	Bishop Hannon High School
	Sacred Heart High School
	West Scranton High School
LANCASTER	J. P. McCaskey High School
LAWRENCE	Laurel High School
	Wilmington Area Jr.-Sr. High School
LEHIGH	L.E. Dieruff High School
	Salisbury High School
	Southern Lehigh High School

LUZERNE	G.A.R. Memorial Jr.-Sr. High School Hanover Area Jr.-Sr. High School
LYCOMING	Stroudsburg High School
McKEAN	Bradford Area High School
MONTGOMERY	Norristown Area High School Plymouth Whitemarsh High School Upper Merion Area High School
NORTHAMPTON	Pen Argyle Area High School
NORTHUMBERLAND	Mt. Carmel Area Jr.-Sr. High School
PERRY	Susquenita High School
PHILADELPHIA	Abraham Lincoln High School Dobbins Area Vocational Technical School Edison/Fareira High School Frankford High School George Washington Carver High School for Engineering and Science Germantown-Lankenau Motivation High School Girard Academic Music Program High School for Creative & Performing Arts John Bartram High School Kensington High School Martin Luther King High School Mastbaum Area Vocational Technical High School Olney High School Overbrook High School Philadelphia High School for Girls St. Maria Goretti High School South Philadelphia High School Thomas Edison High School University City High School William Penn High School
SCHUYLKILL	Mahanoy Area High School North Schuylkill Jr.-Sr. High School Pottsville Area High School
SOMERSET	Somerset Area Senior High School
SUSQUEHANNA	Forest City Regional High School
UNION	Lewisburg Area High School
VENANGO	Franklin Area High School Titusville Jr.-Sr. High School
WASHINGTON	Canon-McMillan Senior High School

WESTMORELAND	Allegheny Counseling Center
	Franklin Regional Junior High School
	Greensburg Central Catholic High School
	Hempfield Area Senior High School
	Kiski Area High School
	Mount Pleasant Area Secondary Facility
	Penn-Trafford High School
	Valley High School
YORK	Central York High School
	William Penn Senior High School
	York Catholic High School
	York Suburban School District

APPENDIX C

TEACHING EFFECTIVENESS

STUDENT FORM

Directions: Much has been said about the importance of teachers in a student's life. Some teachers may be helpful; others may not. We are interested in finding out what you believe are the effective characteristics of a teacher, based upon your experience in education thus far.

We hope to use the information you provide with both experienced and beginning teachers to help them understand how students view them and their teaching practices. The information you provide will be used only anonymously in a final report although we do ask you to help us in identifying an individual whom you felt was a particularly effective teacher for you in high school.

****

Your Name: _____ (please print)

Age: _____ Sex: M F (circle one)

Social Security #: _____-_____-_____

High School from which you graduated (please provide as full an address as possible):_____

_____

Date you graduated (provide year) _____

SAT Score: _____ OR ACT Score: _____

Grade Point Average in high school:_____

Class rank at graduation: _____

Please check one of the following racial/ethnic categories to identify your ethnicity:

_____ American Indian or Alaskan Native
_____ Asian or Pacific Islander
_____ Black, not of Hispanic origin
_____ Hispanic
_____ White, not of Hispanic origin

Occupations of Parents:_____

_____

_____

(OVER)

Number of brothers/sisters older than you: _____

Number of brothers/sisters younger than you: _____

How many members of your immediate family have graduated from College? _____

Major extracurricular activities in high school:

_____

_____

What was your favorite subject in high school:_____

What was your least favorite subject in high school:_____

What will be your major in college? _____

What goals do you have for yourself after graduating from college? (list as many as you like):

_____
_____
_____
_____
_____

What awards did you receive in high school? (please indicate name of each award and whether it was academic, sports, etc.)

_____
_____
_____
_____
_____

II. The following section asks you to respond to questions about your high school teachers. Please answer these carefully.

Directions: Rank each of the following characteristics by marking the appropriate number on the answer sheet which will be provided;

Key: A all of the time
B frequently
C occasionally
D rarely
E never

1. My high school teachers were enthusiastic about what they taught. A B C D E

2. My high school teachers were clear in their presentations. A B C D E

3. My high school teachers lectured. A B C D E

4. My high school teachers let us work in groups. A B C D E

5. My high school teachers encouraged class discussion about the material I was learning. A B C D E

6. My high school teachers were patient and helpful when I did not understand material. A B C D E

7. My high school teachers were willing to work with me outside of class on material I did not understand. A B C D E

8. My high school teachers treated all students with respect. A B C D E

9. My high school teachers used drill practice. A B C D E

10. My high school teachers assigned homework. A B C D E

11. My high school teachers used a vocabulary I could understand. A B C D E

12. My high school teachers had high standards and expectations for my work. A B C D E

13. My high school teachers returned my work promptly. A B C D E

14. My high school teachers showed concern for my future. A B C D E

15. My high school teachers showed an interest in my out-of-class activities. A B C D E

16. My high school teachers talked with my parents about my progress. A B C D E

17. My high school teachers believed writing was important to learning. A B C D E

(OVER)

18. My high school teachers had us use computers as part of our classroom learning. A B C D E

19. My high school teachers knew their subjects. A B C D E

20. My high school teachers started and ended their classes promptly. A B C D E

21. My high school teachers made helpful connections for me between the material we were learning and the real world. A B C D E

22. My high school teachers stressed reading in my classes. A B C D E

23. My high school teachers had clearly organized lessons. A B C D E

24. My high school teachers had good discipline in our classes. A B C D E

25. My high school teachers let me regularly know how I was doing in my work. A B C D E

26. My high school teachers helped me improve my study skills. A B C D E

27. My high school teachers were friendly. A B C D E

28. My high school teachers encouraged me to volunteer answers and information in class. A B C D E

29. My high school teachers regularly provided helpful review of material. A B C D E

30. My high school teachers used appropriate language when talking with me in or out of class. A B C D E

31. My high school teachers provided me with helpful written feedback on my work. A B C D E

32. My high school teachers provided me with helpful oral feedback about my work. A B C D E

33. My high school teachers recognized individual differences in our ways of learning. A B C D E

34. My high school teachers did not waste time during class. A B C D E

35. My high school teachers used a variety of teaching approaches in my classes. A B C D E

36. My high school teachers evaluated my work fairly. A B C D E

Section III. An Effective Teacher

Think of the teachers you had in high school; try to identify one who contributed most to your success as a student and perhaps motivated you to go on to college. Please provide the full name of this person, the subject(s) that person taught you, the grade level(s) and the name and address of the school where that person taught you:

Teacher's Name: _____ (please print)

Subjects he/she taught you: _____

Grade level(s) at which you had this teacher: _____

Name of the School and Address (city and state) where this person taught you:

_____

_____

In the space below, try to describe as clearly and as specifically as you can why this teacher was so important to your success as a student. What made this teacher effective with you? Feel free to write additional comments on the back of this page.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

We hope to contact this person in an effort to learn more about the background and characteristics of this teacher. We know that individual will be pleased to learn that he or she made a difference in your life.

Please return this form to: Dr. Isaiah Sessoms
Director, EOP/ACT101
Academic Support Services
212 Davis Hall, Clarion University
Clarion, PA 16214

APPENDIX D

TEACHING EFFECTIVENESS

TEACHER FORM

Directions: Much has been said about the importance of teachers in students' lives. Some teachers may be helpful; other may not. You have been identified by one or more former students as a teacher who made a difference, who was effective. Because of this identification, we are asking you to share with us information on your teaching practices.

We hope to use the information you provide as a basis for working with beginning teachers to assist them in becoming better prepared to work with a variety of student populations so that they, too, may some day be singled out by their students as ones who made a difference. The information you provide will be used only anonymously in any report of this study. We do, however, hope that you might be willing not only to fill out this survey but also, at your convenience, to meet with us to discuss in more depth your perceptions about teaching and students.

Some of your responses we will ask you to record directly on the attached survey; for others, as indicated, please use the enclosed answer sheet for your responses.

****

Your name:_____(please print)

Mailing Address:_____
_____zip_____

Home tel:_____ School tel:_____

Name and Address of the School where you presently teach:
_____
_____
_____zip_____

Age: circle one

A. below 25 B. 25-35 C. 36-46 D. 47-57 E. over 57

Sex: M F (circle one)

Highest degree obtained: BA BS MA MS MEd Ed.D. PhD

Institution (include name and general address) from which you received your undergraduate training:_____
_____

Institution (include name and general address) from which you received your graduate training:
_____
_____

What was your undergraduate major:_____ Graduate major: _____

How many years have you been in your current teaching position___?

How many total years of teaching experience do you have_____?

Please check one of the following racial/ethnic categories to identify your ethnicity:

_____ American Indian or Alaskan Native
_____ Asian or Pacific Islander
_____ Black, not of Hispanic origin
_____ Hispanic
_____ White, not of Hispanic origin

What subject(s) do you regularly teach_____? Grade levels:____

What awards or special recognition have you received for your teaching?_____
_____

To what professional organizations related to your teaching do you regularly belong?_____

_____

For what extra-curricular school activities have you served as a sponsor or advisor?_____

_____

_____

II. The following section asks you to respond to questions about your teaching. You will note that the statements are all phrased positively. This is done only to standardize the wording. Please answer the questions as accurately as possible in terms of your overall teaching practices. **Please place answers on answer sheet. Be sure to place your name on the answer sheet as well.**

Directions: Please rank each of the following characteristics by marking the appropriate letter on the accompanying answer sheet.

Key: A. All of the time

B. Frequently

C. Occasionally

D. Rarely

E. Never

1. I am enthusiastic about what I teach.	A B C D E
2. I am clear in my class presentations.	A B C D E
3. I lecture in my classes.	A B C D E
4. I use group work in my classes.	A B C D E
5. I encourage class discussion about the material I present.	A B C D E
6. I am patient and helpful with those students who do not understand my class presentations.	A B C D E

7.	I work outside of class with students on material they do not understand.	A B C D E
8.	I treat all students with respect.	A B C D E
9.	I use drill practice in my classes.	A B C D E
10.	I assign homework to my students.	A B C D E
11.	I use a vocabulary easily understood by students.	A B C D E
12.	I have high standards and expectations for students.	A B C D E
13.	I return student work promptly.	A B C D E
14.	I show concern for the future of my students.	A B C D E
15.	I take an interest in the out-of-class activities of my students.	A B C D E
16.	I talk with my students' parents about their children's progress.	A B C D E
17.	I believe writing is important to learning.	A B C D E
18.	I use computers as a part of classroom learning.	A B C D E
19.	I know the subject matter I am expected to present to my students.	A B C D E
20.	I start and end my classes promptly.	A B C D E
21.	I make helpful connections between the material students are learning and their world.	A B C D E
22.	I stress reading in my classes.	A B C D E
23.	I have clearly organized lessons.	A B C D E
24.	I maintain effective discipline in my classes.	A B C D E
25.	I let my students know how they are doing in my classes.	A B C D E
26.	I work to help students improve their study skills.	A B C D E
27.	I am friendly toward my students.	A B C D E
28.	I encourage students to volunteer answers and information in class.	A B C D E
29.	I regularly review with my students material covered.	A B C D E

30. I am aware of the language I use when talking with students in and out of class. A B C D E

31. I provide written feedback on students' work. A B C D E

32. I provide oral feedback to students about their work. A B C D E

33. I recognize individual differences in students' ways of learning and make appropriate adjustments in my teaching for these differences. A B C D E

34. I do not waste time in classes. A B C D E

35. I use a variety of teaching approaches in my classes. A B C D E

36. I evaluate student work fairly. A B C D E

Section III: The following items ask you to provide more in-depth responses; please write your answers directly in the space provided. Use an additional sheet of paper if necessary to provide as much response as you can.

A. In the space below, try to describe as clearly and as specifically as you can how you approach working with students who might be referred to as "at risk," "marginal," or "unmotivated."

B. What do you consider to be the key elements which have made you a successful teacher?

C. Would you be willing to meet with us, at a time and place convenient to you and for a small stipend, to talk about your teaching career and share in more detail your insights about how teachers can have a positive influence on today's students and encourage them to pursue further education?

Yes No (circle one)

We appreciate your time in filling out this survey for us. **Please return it and the accompanying answer sheet immediately in the stamped, self-addressed envelope to: Dr. Charles R. Duke, 101 Stevens Hall, Clarion University, Clarion, PA 16214. We would appreciate receiving your responses within two weeks.**